R E P O R T R E S U M E S

ED 013 289 VT 000 359

THE CARE OF INFANTS AND YOUNG CHILDREN, A PROGRAM TO PREPARE PERSONNEL FOR GROUP CARE OF YOUNG CHILDREN.

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NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$2.12 53P.

DESCRIPTORS- *CURRICULUM GUIDES, *OCCUPATIONAL HOME ECONOMICS, *CHILD CARE WORKERS, *CHILD CARE, HIGH SCHOOLS, ADULT VOCATIONAL EDUCATION, PROGRAM DEVELOPMENT, *COOPERATIVE EDUCATION,

CONTENT IS OUTLINED FOR POST-SECONDARY, PREEMPLOYMENT OR UPGRADING COURSES TO PREPARE CHILD CARE WORKERS TO WORK IN DAY CARE OR CHILD DEVELOPMENT CENTERS, NURSERY SCHOOLS, KINDERGARTENS, CAMPS, ETC. THE DEVELOPMENT GROUP CONSISTED OF A COMMITTEE AND SUBJECT MATTER SPECIALISTS AT THE STATE LEVEL. COURSES ARE THE NATURE AND SCOPE OF DAY CARE FOR YOUNG CHILDREN, HEALTH AND SAFETY OF YOUNG CHILDREN, CREATIVE ACTIVITIES FOR YOUNG CHILDREN, AND FIELD EXPERIENCE IN CHILD CARE FACILITIES. SUGGESTED TIME ALLOTMENT AT THE PREEMPLOYMENT LEVEL IS 330 HOURS. THE TEACHER SHOULD BE A SPECIALIST IN CHILD DEVELOPMENT WITH A BACKGROUND IN HOME ECONOMICS, PSYCHOLOGY, PEDIATRIC NURSING, OR PRESCHOOL EDUCATION. THE STUDENT SHOULD POSSESS THE BASIC SKILLS NEEDED TO PROFIT FROM THE INSTRUCTION AND HAVE AN INTEREST AND PERSONAL QUALITIES NECESSARY FOR WORKING WITH YOUNG CHILDREN. THE COOPERATING EMPLOYER IN THE CHILD CARE CENTERS SHOULD BE INVOLVED IN THE EVALUATION OF ALL STUDENTS. THE APPENDIX INCLUDES A LISTING OF BOOKS, PAMPHLETS, PERIODICALS, AND FILMS. (MS)

THE CARE OF INFANTS AND YOUNG CHILDREN

ED013289

VT000359

NORTH CAROLINA
DEPARTMENT OF COMMUNITY COLLEGES
VOCATIONAL-TECHNICAL DIVISION

May-67

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE CARE OF INFANTS AND YOUNG CHILDREN

A Program To Prepare Personnel

For Group Care Of Young Children

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C O N T E N T S

Introduction

Course Outlines

EDU 1001 - The Nature and Scope of Day Care for Young Children

EDU 1002 - Health and Safety of Young Children

EDU 1003 - Creative Activities for Young Children

EDU 1004 - Field Experience in Child Care Facilities

Appendix

List of References

Booklets, Pamphlets, and Periodicals

Films

INTRODUCTION

This outline has been developed to facilitate the offering of courses to prepare people to work with young children. There is presently an acute shortage of personnel prepared for this field of work, due to a lack of appropriate educational opportunities at less than the baccalaureate level. Many mothers with young children have returned to the labor market, and others are entering at a high rate. Thus, the number of children in out-of-the-home care is increasing rapidly.

Recent studies have re-emphasized the importance of fostering maximum learning and development during the early years of life. The challenge to our society today is to provide facilities in which the capacities of these young children will be given optimal opportunity for development; this will require that these facilities be staffed by warm, knowledgeable people with a sincere interest in the well-being and potential of each child.

Graduates of this basic course may find employment in day care centers, nursery schools, kindergartens, child development centers, hospitals, institutions, camps, and recreation centers. With appropriate in-service training, graduates could be prepared to assist professional personnel in centers for exceptional children--the physically handicapped, the emotionally disturbed, or the retarded.

The child care worker assists professional personnel in implementing the planned program of activities. This requires sufficient understanding of each activity to prepare materials, assist children to participate in each activity, and to care for materials at the completion of an activity. The worker must be able to perform these functions and carry out routines while continuously observing the children and relating to each according to his needs.

The interpersonal skills require theoretical knowledge of young children, specific techniques for relating to a wide variety of personalities, and such personal traits as patience, sympathy, interest in children, and the ability to accept others and give direction to behavior without judgmental attitudes.

ADMINISTRATIVE PLANNING

The course outline has been designed for maximum flexibility, so that it can be offered as a full-time curriculum or an an extension course. Depending upon the need in a specific community, it can be offered for pre-employment or for upgrading personnel already working in child care facilities. Scheduling, therefore, will be dependent upon administrative decisions on the type of course to offer, upon the needs of potential students, and upon their availability for classroom attendance.

Pre-employment Course

The pre-employment course requires full-time enrollment for one quarter. It consists of EDU 1001, 1002, and 1003 scheduled for concurrent offering and EDU 1004, scheduled to begin after basic theory has been studied in the classroom. This field experience (EDU 1004) requires that a cooperative plan be developed with carefully selected child care facilities in the community to provide student experience in observing and participating in child care. These affiliating facilities should reflect the philosophy of child care and those techniques for promoting optimal child development which students learn in the classroom. In some cases, this may require that staff members be given an upgrading course prior to this contact with affiliating students. The rotation through community facilities will require a limited enrollment, so that the teacher can supervise student practice.

Upgrading Course

The upgrading course for employed child care workers consists of EDU 1001, 1002, and 1003, to be scheduled in sequence. For these experienced workers, completion of all three courses should lead to the awarding of a certificate. The teacher may select experiences suggested in EDU 1004 as assignments for students to complete, using on-the-job experience as a basis for the assignment. The upgrading course will involve fewer contact hours, since it is not necessary to provide supervised field experience. For the same reason, a larger class may be enrolled than for pre-employment.

Hours of Instruction

Total instructional hours will be dependent upon whether the course is pre-employment or upgrading and whether full-time curriculum or extension. It is suggested that the following approximate time allotments be scheduled for the pre-employment course:

EDU 1001 - The Nature and Scope of Day Care for Young Children:	90 Hours
EDU 1002 - Health and Safety of Young Children:	90 Hours
EDU 1003 - Creative Activities for Young Children:	90 Hours
EDU 1004 - Field Experience in Child Care Facilities:	60 Hours
TOTAL	330 Hours

For an extension course, the contact hours may be determined by the local institution, but will be less than those given above.

Selection of Students

It is extremely important that enrollees have the basic skills needed to profit from instruction and the verbal skills needed for effective communication with young children. Personal attributes are of prime importance for assuming the responsibilities of caring for young children: patience, warmth and understanding in relations with others; imagination; a sense of humor; good physical health and stamina; a positive outlook; emotional stability;

willingness and ability to follow directions; and the ability to deal with emergencies. Needless to say, such workers should like and enjoy small children. At this time, it appears desirable that enrollment be on the basis of interest and personal qualifications, provided educational achievement has been sufficient to develop basic skills.

Requirements for Graduation

A certificate of completion should be granted to enrollees who satisfactorily complete program requirements and demonstrate fitness for working with the young child. Program requirements include all four courses for pre-employment and three courses (all except EDU 1004) for upgrading. It should be kept in mind that potential employers of graduates may regard the certificate as the equivalent of a letter of recommendation. If an enrollee demonstrates limitations or undesirable personal attributes, a decision not to grant the certificate may be supported by cooperative evaluations by instructional personnel and directors of the affiliating child care facilities.

Selection of Faculty

The program requires an interdisciplinary approach. It is unlikely that teachers with the background for teaching all aspects of the program will be available. The full-time coordinating teacher might have a background in any one of several areas which involve working with preschool children--certification as a nursery or kindergarten teacher; a home economics degree with courses in family living or child development; a degree in child psychology; or a degree in pediatric nursing. The coordinating teacher should utilize resource people in the community as supplementary instructional personnel: child psychologists; nursery school teachers; nutritionists; public health nurses; pediatricians. A quality program will require a team teaching approach, with cooperative planning among all instructional personnel and between the coordinating teacher and each affiliating child care facility.

SUGGESTIONS TO THE TEACHER

This outline has been prepared to indicate course content. Since courses will vary in purpose, enrollment, and scheduling, the material has not been organized into lessons. After the class schedule has been decided, each teacher should identify those sections of the outline which would constitute a lesson, and use each section as the basis for a fully developed lesson plan.

Classes may include students with widely varying backgrounds and varying in age from late adolescence to late middle age. Methodology, therefore, will be dependent upon the needs and purposes of these students. Individualized planning may be needed to provide for these differences in background and the needs and expectations of students.

The depth to which the topics will be covered must also be decided by each teacher, after assessing the characteristics of the class. Theoretical topics should always be accompanied by concern with practical applications; demonstrations and student involvement through assignments and a variety of teaching methods will promote greater comprehension and will increase the probability of concepts being applied to job experiences. The coverage of theory alone will not be adequate for occupational education.

In choosing child care centers for student learning experiences (for pre-employment classes), carefully consider whether each will support classroom learnings. Students will tend to reject modern concepts of child care if they are not practiced in the affiliating facilities. It is the responsibility of the teacher to supervise student experiences in child care facilities, to schedule conferences or follow-up discussions on these experiences, and to develop objective criteria for evaluating student progress in learning to participate in the activities of the facility.

The directors of affiliating facilities may be involved in evaluation of student performance, since they are the potential employers of graduates. Such cooperative evaluation is especially important in regard to any students whose qualifications for future employment in child care facilities is questionable.

The APPENDIX includes a listing of references, films available from the State Board of Health, and other sources of instructional aids.

EDU 1001

COURSE OUTLINE

EDU 1001 THE NATURE AND SCOPE OF DAY CARE FOR YOUNG CHILDREN

May 1967

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Course Description

EDU 1001 THE NATURE AND SCOPE OF DAY CARE FOR YOUNG CHILDREN

Designed to promote understanding of the role and responsibilities of day care workers. Classroom activities include study of personal adjustments, the developmental sequence in infancy and childhood, and needs of young children for optimal intellectual, emotional, and social development. The importance of the adult-child relationship is emphasized throughout the course.

COURSE OUTLINE

EDU 1001 THE NATURE AND SCOPE OF DAY CARE FOR YOUNG CHILDREN

OBJECTIVES: To provide opportunities for the student to:

1. develop further self-awareness, a perception of self as a contributing member of society, and personal objectives for becoming an effective child care worker
2. acquire knowledge of the importance of various factors in the total development of the young child
3. acquire knowledge of the developmental tasks of each stage of infancy and early childhood
4. develop appreciation for the role of child care workers in promoting optimal development of a child's potential and in contributing to family life
5. develop beginning skill in applying knowledge of growth and development to observing children and to adapting techniques to the individual child
6. develop beginning skill in observing young children
7. develop beginning skill in keeping individual records
8. develop understanding of child behavior and of appropriate expectations for each level of development.

COURSE HOURS PER WEEK: To be arranged (See "Introduction.").

PREREQUISITE: None.

OUTLINE OF INSTRUCTION:

I. Orientation to role of the child care worker

A. The challenge in working with young children

1. Potentialities
2. Liabilities

B. Developing a job philosophy

1. Scope of work
2. Value and importance

a. To the family

b. To the community

c. To the young child

3. Advantages of employment in child care field

4. Advancement opportunities

C. Work relationships

1. Importance

2. Desirable personal qualities

3. Variations in relationships

a. Co-workers

b. Children

c. Parents

II. Basic conditions of employment

A. Types of child care facilities

B. Standards and regulations

C. Wages

D. Social Security

E. Insurance

F. Job definition

G. Policies affecting employees

III. Adjustments to being a student

A. Learning how to study

B. Budgeting time

C. Setting realistic objectives

D. Using resources

E. Coordinating home and school responsibilities

IV. Adjustments to working in the child care field

A. Learning the role of the child care worker

B. Understanding responsibilities

C. Developing effective relationships

1. With children
2. With parents
3. With co-workers

D. Personal grooming and hygiene
1. Importance
2. Habits to be developed
Examples
3. Modifications in established habits
Examples

V. Developing observation skills
A. Importance
B. Requirements for reliable observations
1. Concentration
2. Sensitivity
3. Knowledge of normal
4. Knowledge of deviations
5. Understanding of responses to situations
6. Understanding of expected behaviors for each stage of development
7. Accuracy
a. Ability to describe an observation
b. Ability to distinguish between fact and opinion

C. Ethics in relation to child care
1. Reliance on observations rather than opinions
2. Avoidance of judgmental attitudes
3. Limitations on discussions of child and family
4. Guidelines to student behavior during assignment to a child care facility

D. Practice in using observation techniques for child in a selected stage of development

1. Physical appearance
2. Body movement and coordination
3. Facial expressions
4. Speech characteristics
5. Use of emotions
6. Interaction
    a. With other children
    b. With adults
7. Play activities
    a. Child's choice
    b. Participation
    c. Utilization of equipment and media
8. Indications of needs
    a. Fear reactions
    b. Lack of interest
    c. Short attention span
    d. Lack of confidence
    e. Physical sign of tensions

E. Practice in using observation techniques for a group

1. Group behavior and interaction
2. Evidence related to suitability of grouping
3. Participation in activities
4. Suitability of activities

VI. Understanding human growth and patterns of development

A. The developmental sequence

B. The developmental task

1. Meaning

2. Relation

a. To earlier tasks

b. To future tasks

3. Examples

a. Satisfactory progress

b. Inhibited progress

C. Factors affecting growth and development

1. Physical

2. Emotional

3. Intellectual

D. Indices used in observing growth and development

1. Motor characteristics

a. Posture

b. Locomotion

c. Coordination

2. Adaptive behavior

a. Capacity to initiate new experiences

b. Capacity to profit from past experience

c. Alertness

d. Constructive behaviors

e. Exploration

3. Language

a. Ability to comprehend

b. Ability to communicate

(1) Needs and desires

(2) Soliloquy

(3) Dramatic expression

4. Personal-social behavior

a. Reactions to others

b. Responses of others

E. Growth and development in life stages

1. First year

a. Birth to one month

b. One to four months

c. Four to seven months

d. Seven to twelve months

2. Second year

a. Twelve to eighteen months

b. Eighteen to twenty-four months

3. The third year (the two-year old)

4. The fourth year (the three-year old)

5. The fifth year (the four-year old)

6. The sixth year (the five-year old)

7. Primary-school ages

VII. Record-keeping

A. Importance of written information

B. Types of records

C. Information the child care worker needs

1. For understanding the child

2. For emergency use

3. For indicating health and growth patterns

D. Guidelines for recording information

E. Practice and role-playing

1. Interviewing a parent

a. For factual information

b. For information on behavior patterns

c. For information indicative of the child's developmental stage

2. Recording results of interview

a. Personal data on the child

b. Health information

c. Patterns of behavior

d. Observations

(1) On the parent

(2) On parent-child relationships

SUGGESTED TEXT:

Brigley, C. M. Pediatrics for Practical Nurse. Albany, N. Y: Delmar Publishers, Inc., 1965.

Read, Katherine H. The Nursery School - A Human Relationship Laboratory. Philadelphia: W. B. Saunders Co., 1966.

SUGGESTED REFERENCES: *

Blake, F. G. and Wright, F. H. Essentials of Pediatric Nursing; Seventh Edition. Philadelphia: J. B. Lippincott Company, 1963.

Christianson, H. M. et al. The Nursery School - Adventure in Living. Boston: Houghton-Mifflin Company, 1961.

Gesell, A. et al. The First Five Years of Life - The Preschool Years. Philadelphia: Harper and Brothers, 1940.

Lyon, R. A. et al. Nursing of Children; Fifth Edition. Philadelphia: W. B. Saunders Company, 1959.

*See Appendix for additional references.

EDU 1002

COURSE OUTLINE

EDU 1002 HEALTH AND SAFETY OF THE YOUNG CHILD

May 1967

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Course Description

EDU 1002 HEALTH AND SAFETY OF THE YOUNG CHILD

Designed to promote understanding of factors which influence physical and emotional health during infancy and childhood. Classroom activities focus on practices and procedures for promoting good health among children in group care. The influence of child care workers on health and safety and on the teaching of health habits is emphasized throughout the course.

COURSE OUTLINE

EDU 1002 HEALTH AND SAFETY OF THE YOUNG CHILD

OBJECTIVES: To provide opportunities for students to

1. acquire specific information basic to appreciating and promoting desirable health practices
2. develop understanding of health problems of early childhood as related to group care
3. develop understanding of the role and responsibilities of child care workers in promoting good health and in providing health protection in child care facilities
4. develop appreciation for the importance of the child care worker consciously promoting good health practices by young children
5. develop skill in teaching habits of safety to young children.

COURSE HOURS PER WEEK: To be arranged (See "Introduction.")

PREREQUISITE OR COREQUISITE: EDU 1001.

OUTLINE OF INSTRUCTION:

I. Modern concepts of health

A. Components of health

1. Physical
2. Emotional
3. Mental
4. Spiritual

B. Aspects of health care

1. Prevention
2. Therapy
3. Rehabilitation

C. Community health facilities (outpatient)

1. Public health department

2. Mental health center

3. Child guidance clinic

4. Outpatient clinics

5. Volunteer health organizations

a. Purpose

b. Examples

6. Local rescue squad

II. Health of the young child

A. Indications of good health

1. Physical

2. Behavioral

3. Developmental

B. Causes of health problems in young children

1. Hereditary

2. Congenital

3. Traumatic

4. Infectious

5. Nutritional

6. Metabolic

C. The childhood diseases (communicable)

1. Mode of transmission

2. Incubation period

3. Symptoms

a. Early

b. Late

4. Duration

5. Seriousness

6. Common complications

7. Prevention

D. Factors necessary for optimal health protection

1. Immunizations

2. Regular medical examination

3. Adequate nutrition

4. Protection from accidents

5. Healthful environment

a. Physical surroundings

b. Social climate

III. General rules for health protection in group care facilities

A. Staff

1. Routine practices

2. Self-protection from infections

3. Treatment of illness

B. Children

1. Routine practices

2. Protection

a. From infections

b. From injuries

3. Procedures when illness occurs

C. Facilities

1. Protected windows

2. Non-skid floors and steps

3. Fire exits

4. Freedom from electrical hazards

5. Freedom from poisons

6. Fenced play area

7. Safe equipment

IV. Health practices in group care facilities

A. Maintenance of healthful physical environment

1. Routine cleaning

2. Intermittent cleaning

3. Disinfection of equipment

4. Policies and procedures

Examples

5. Regulation of temperature and ventilation

B. Staff practices

1. Handwashing

2. Observance of safety rules

a. Equipment

b. Facilities

c. Play yard

d. Traffic

3. Preparation for emergency

a. Serious accident

b. Fire

c. Civil defense alert

4. Sanitation

a. Care of eating utensils

b. Garbage disposal

c. Disinfection

(1) Equipment

(2) Bathrooms

5. Food service

a. Kitchen practices

b. Dining room practices

C. Policies and procedures related to health of the children

1. Health record

2. Immunizations

3. Medical supervision

4. Emergency measures

5. Protection of the group

6. Care of the sick child

V. Child nutrition

A. Importance of nutrition

B. Role of the food elements in growth and maintenance of health

1. Carbohydrates

2. Fats

3. Proteins

4. Minerals

5. Vitamins

6. Water

7. Bulk

C. Contribution of foods to body needs

1. Milk

2. Other dairy products

3. Meat

4. Vegetables

5. Fruits

6. Cereals and bread

7. Starches

8. Water

D. Nutritional needs

1. The infant

2. The toddler

3. Active three's and four's

4. Five and six-year-olds

E. Considerations in planning food service

1. Ages to be served

2. How to prepare food

3. How to serve

4. Amount to serve

5. How to make servings attractive

6. How to promote acceptance of a variety of foods

7. Special needs of individual children

F. Promoting good habits

1. Attitudes

2. Table manners

3. Enjoyment of food

4. Other

G. Food management - general rules

1. Selection and storage

2. Preparation

3. Service

4. Care of leftovers

5. Sanitation

   a. Kitchen

   b. Dining area

   c. Garbage

6. Health of kitchen workers

H. Common problems

1. Allergies

2. Food dislikes

3. Poor eating habits

4. Other

I. Techniques for coping with eating problems

Examples

J. Nutrition resources available to child care facilities

1. Public health department

2. State Board of Health

   a. Consultant service

   b. Literature

      (1) Staff

      (2) Parents

   c. Films for children

SUGGESTED TEXT:

Brigley, C. M. Pediatrics for the Practical Nurse. Albany: Delmar Publishers, 1965.

Townsend, C. E. Nutrition and Diet Modification for the Nurse. Albany, N. Y.: Delmar Publishers Inc., 1966.

SUGGESTED REFERENCES:

Benz, G. S. Pediatric Nursing. St. Louis: C. V. Mosby Company, 1953.

Blake, F. & Wright, F. H. Essentials of Pediatric Nursing; Seventh Edition. Philadelphia: J. B. Lippincott Company, 1963.

Christianson, H. M. et al. The Nursery School - Adventure in Living and Learning. Boston: Houghton-Mifflin Company, 1961.

EDU 1003

COURSE OUTLINE

EDU 1003 CREATIVE ACTIVITIES FOR YOUNG CHILDREN

May 1967

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Course Description

EDU 1003 CREATIVE ACTIVITIES FOR YOUNG CHILDREN

Designed to promote appreciation for the importance of a varied program of activities for young children and to develop understanding of types of activities which should be provided in a group care facility. Classroom activities include discussion of media and techniques, experimentation with various media, and participation in planning activity programs for different age groups.

COURSE OUTLINE

EDU 1003 CREATIVE ACTIVITIES FOR YOUNG CHILDREN

OBJECTIVES: To provide opportunities for students to

1. learn the theoretical basis for a planned program of activities for young children

2. develop appreciation for the responsibilities of child care workers to stimulate creativity in young children

3. develop skill in using a variety of media and in understanding techniques for guiding young children in their use

4. develop skill in planning for children at each level of development an activities program which will stimulate intellectual development, provide emotional satisfaction, and challenge the child's creativity.

COURSE HOURS PER WEEK: To be arranged (See "Introduction.")

PREREQUISITE OR COREQUISITE: EDU 1002

OUTLINE OF INSTRUCTION:

I. Creating wide experiences for young children

- A. Meaning
- B. Importance to child's development
- C. How to plan a varied program
- D. Examples of stimulating activities

II. Art

- A. Value of art activities
- B. Sequence of interests and skills
- C. Materials
  - 1. Factors affecting selection
  - 2. Examples
    - a. Crayons
    - b. Tempera and brushes

c. Finger paint

d. Collage

e. Chalk

f. Sponge, string, and spools

g. Clay

h. Play dough

i. Cutting and pasting

j. Soap painting

k. Sand, grits, seeds

D. Care of materials

1. Preparation for use

2. Cleaning up

3. Storage

E. Limits in use of materials

F. Techniques of guiding activities

III. Music

A. Value of music for young children

B. Levels of participation

C. Expressive outlets

1. Singing

a. Pitch

b. Harmonic concepts

2. Rhythms

a. Instruments

b. Movement

3. Dramatization

4. Finger plays

D. Techniques of guiding activities

IV. Storytelling

A. Selection of stories for young children

B. Techniques of reading or telling the story

C. Use of aids

D. Poetry

E. Dramatization

F. Finger plays

V. Block building

A. Selection of appropriate blocks

B. Provision of protected area for building activities

C. Stimulation of imagination in building

VI. Carpentry

A. Selection of real tools

B. Provision of supplies

1. Sources

2. Examples

a. Lumber

b. Nails

c. Dowels

VII. Play activities

A. Value of play

1. Education in play

a. Discovery

b. Reasoning

c. Emotional expression

2. Developmental effects

B. Setting the stage for meaningful play

1. Outdoor

a. Equipment

b. Space

c. Games

d. Water, sand, mud, trees

2. Indoor

a. Equipment

b. Toys

c. Dramatic play

d. Games

C. Techniques for guiding play

VIII. Exploring the world

A. Science

1. Beginning concepts from all major areas of science

a. Matter and energy

b. Living things and their activities

c. Man and his environment

d. Our earth and the universe

2. Need for variety of planned experiences

3. Value of first hand experiences

a. Growing things

b. Having man and animal visitors

c. Taking trips

d. Experimenting

4. How to teach science to young children

    a. Clarifying, explaining, reinforcing by books, pictures, and audio-visual materials

    b. Caring for plants and animals

    c. Establishing a special area for science

    d. Making plans for teaching

B. Social science

1. The sequence of social responses

    a. Two-year-olds

    b. Three-year-olds

    c. Four-year-olds

    d. Five-year-olds

2. Influence in guiding behavior of children

3. Teaching about the immediate environment and family

4. Teaching about the wider world

    a. Holidays

    b. Travel

    c. Other lands

C. Numbers

1. Understanding how concepts are learned

    a. Continuous development

    b. Different rates of progress

    c. Actual experiences

2. How to teach numbers

    a. Group settings for teaching

    b. Individual experiences

    c. Activities which teach numbers

d. Vocabulary

e. Sequence of development

3. Teaching materials

a. Importance of selection

b. Examples

IX. Roles and responsibilities in programming for children in group care

A. Director and professional staff

B. Staff members

C. Volunteers

SUGGESTED TEXT:

Hartley, Ruth et al. Understanding Children's Play. New York: Columbia University Press, 1952.

Langford, Louise. Guidance of the Young Child. New York: John Wiley & Sons, Inc., 1960.

SUGGESTED REFERENCES:

Hammon, S. L. et al. Good Schools for Young Children. New York: The MacMillan Company, 1963.

Lowenfeld, Viktor & Brittain, W. L. Creative and Mental Growth Fourth Edition. New York: The MacMillan Company, 1964.

EDU 1004

COURSE OUTLINE

EDU 1004 FIELD EXPERIENCE IN CHILD CARE FACILITIES

May 1967

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Course Description

EDU 1004 FIELD EXPERIENCE IN CHILD CARE FACILITIES

Designed to provide opportunities for students to apply classroom learnings to observation of young children and to participate in their care under the supervision of the teacher. Experience in various types of child care facilities will be related to classroom learnings through assignments, group discussions, and conferences. This course outline is intended to indicate the experiences needed to reinforce learnings of EDU 1001, EDU 1002, and EDU 1003. Satisfactory performance in EDU 1004 is required for completion of the basic pre-employment course for child care workers.

COURSE OUTLINE

EDU 1004 FIELD EXPERIENCE IN CHILD CARE FACILITIES

OBJECTIVES: To provide opportunities for the student to

1. relate observations of children in various levels of development in a group care facility to classroom learnings
2. develop beginning skill in identifying needs of a child through observations of behavior
3. develop beginning skill in relating to each child according to his individuality
4. develop beginning skill in assisting with the implementation of a plan of activities for children in group care
5. develop beginning skill in planning activity programs appropriate for a specific group

COURSE HOURS PER WEEK: To be arranged (See "Introduction.")

PREREQUISITE OR COREQUISITE: EDU 1003.

OUTLINE OF INSTRUCTION:

I. Student experiences

A. Observation of children in various developmental stages

1. Infant
2. Toddler
3. Two-year-old
4. Three-year-old
5. Four-year-old
6. Five-year-old

B. Group discussions and/or written reports on each developmental stage

1. Behavior norms
2. Needs

a. Physical

b. Emotional

c. Intellectual

d. Social

3. Individual variations from norms

a. Evidence of variation

b. Implications for child care worker

4. Techniques in working with the children in each stage

C. Participation in group care activities

II. Types of facilities for assigned practice

A. Infant care facility

B. Nursery school

1. Two-year-old

2. Three-year-old

C. Community day care center

D. Kindergarten

E. Well-baby clinics

1. Health department

2. Hospital outpatient department

F. Pediatric unit of general hospital

G. Child guidance clinic

III. Student projects

A. Develop a program of activities for a specific age group

B. Develop an activity program for exceptional children at a given level of development

1. Physically handicapped

2. Mildly retarded

3. Those with limited verbal skills

4. Those from a deprived environment

C. Develop a program of activities for a facility with a very limited budget

D. Develop a detailed plan for group care of infants

1. Facilities and equipment

2. Staff

3. Policies

4. Procedures

5. Records

6. Statement of belief about group care of infants

SUGGESTED TEXT:

Christianson, Helen M. et al. The Nursery School:Adventures in Living and Learning. Boston: Houghton-Mifflin Co., 1961.

Green, Marjorie M. and Woods, Elizabeth. A Nursery School Handbook for Teachers and Parents. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1961.

SUGGESTED REFERENCES:

Hammond, Sarah Lou et al. Good Schools for Young Children. New York: The MacMillan Co., 1963.

Hymes, Jersild. Child Under Six. Englewood Cliffs: Prentice-Hall, Inc., 1963.

Read, Katherine H. The Nursery School; Fourth Edition. Philadelphia W. B. Saunders Co., 1966.

APPENDIX

1. References on Early Childhood Education i

2. Books, Pamphlets, and Periodicals v

3. Films vii

REFERENCES ON EARLY CHILDHOOD EDUCATION

Allen, Winifred and Campbell, Doris. The Creative Nursery Center. New York: Family Service Association.

Anderson, Phoebe. Living and Learning in the Church School. Boston: United Church Press.

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Arnote, Thelma. Understanding Nursery Children. Nashville: Convention Press, 1963.

Association for Childhood Education International. Feelings and Learning. Washington, D. C.: The authors., 1965.

_____. Portfolio #1: The Nursery. Washington, D. C.: The authors. No date.

_____. Portfolio #2: The Kindergarten. Washington, D. C.: The authors. No date.

Benz, G. S. Pediatric Nursing; Fifth Edition. St. Louis: C. V. Mosby Company, 1953.

Blake, F. G. and Wright, F. H. Essentials of Pediatric Nursing; Seventh Edition. Philadelphia: J. B. Lippincott Company, 1963.

Breckenridge, M. E. and Murphy, M. N. Growth and Development of the Young Child; Seventh Edition. Philadelphia: W. B. Saunders Company, 1963.

Brigley, C. M. Pediatrics for the Practical Nurse. Albany: Delmar Publishers, Inc., 1965.

Byrne, K. M. and Byrne, John. You and Your Abilities. Chicago: Science Research Associates, 1960.

Child Welfare League of America, Inc. Guide for a Health Program in Day Care Service. New York: The authors, 1960.

_____. Special Issue on Day Care. Volume XLIV, #3, March 1965.

_____. Standards for Day Care Service. New York: The authors. 1960.

Christianson, H. M. et al. The Nursery School:Adventures in Living and Learning. Boston: Houghton-Mifflin Company, 1961

Department of Agriculture. Food Purchasing Guide for Group Feeding. Handbook #284. Washington: Government Printing Office.

Department of Health, Education, and Welfare. Feeding of Mentally Retarded Children. Washington: Government Printing Office.

Department of Health, Education, and Welfare. Food for Groups of Children Cared for During the Day. Children's Bureau Publication #386. Washington: Government Printing Office, 1960.

_____. Food Service Sanitation Manual. Washington: Government Printing Office, 1962.

_____. From Hand to Mouth. Washington: Government Printing Office, 1961.

Department of Health, Education and Welfare. Infant Care. Children's Bureau Publication #8. Washington: Government Printing Office.

_____. Your Child from One to Six. Children's Bureau Publication #30. Washington: Government Printing Office, 1962.

Duff, Annis. Bequest of Wings:A Family's Pleasures with Books. New York: The Viking Press, 1966.

Fraiberg, Selma. The Magic Years. Charles Scribner's Sons, New York: 1965.

Green, Marjorie M. and Woods, Elizabeth. A Nursery School Handbook for Teachers and Parents. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1961.

Gesell, Arnold et al. First Five Years of Life. Philadelphia: Harper and Brothers, 1940.

Hammond, S. L. et al. Good Schools for Young Children. New York: The MacMillan Company, 1963.

Hartley, Ruth E. et al. Understanding Children's Play. New York: Columbia University Press, 1952.

Hartley, R. E. and Goldenson, R. M. The Complete Book of Children's Play. New York: Thomas Y. Crowell, 1963.

Hawkes, Glenn R. and Pease, Damaris. Behavior and Development from 5 to 12. New York: Harper and Row, 1962.

Hershoff, E. G. It's Fun to Make Things from Scrap Materials. New York: Dover Publications, Inc., 1944.

Hurlock, Elizabeth. Child Development; Fourth Edition. New York: McGraw-Hill Book Company, 1964.

Hymes, James L. A Child Development Point of View. Englewood Cliffs: Prentice-Hall, Inc., 1955.

Hymes, Jersild. Child Under Six. Englewood Cliffs: Prentice-Hall, Inc., 1963.

Ilg, Frances L. and Ames, Louise Bates. Child Behavior. New York: Dell Publishing Company, 1955.

Janis, Marjorie Graham. A Two-Year-Old Goes to Nursery School. National Association for the Education of Young Children.

Jenkins, G. G. et al. These are Your Children; Third Edition. Chicago: Scott, Foresman and Company, 1966.

Jersild, Arthur T. Child Psychology; Fifth Edition. Englewood Cliffs: Prentice-Hall, Inc., 1960.

Lambert, H. M. Early Childhood Education. New York: Allyn and Bacon, 1960.

Landeck, Beatrice. Songs to Grow On. New York: William Morrow & Co.

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Leavitt, Jerome. Nursery-Kindergarten Education. New York: McGraw-Hill Book Company, 1958.

Lowenfeld, Viktor. Your Child and His Art. New York: The MacMillan Company, 1954.

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Lyon, R. A. and Wallinger, E. W. Nursing of Children; Fifth Edition. Philadelphia: W. B. Saunders Company, 1959.

Mendelowitz, Daniel. Children are Artists. Stanford, California: Stanford University Press, 1963.

Menninger, W. C. Understanding Yourself. Chicago: Science Research Associates, 1951.

Morgan, C. T. and Deese, J. How to Study. New York: McGraw-Hill Book Company, 1957.

Nengarten, Bernice. How to Get Along with Others. Chicago: Science Research Associates, 1953.

Nye, F. Ivan and Hoffman, Lois W. The Employed Mother in America. Chicago: Rand McNally and Company, 1963.

Peyton, A. B. Practical Nutrition; Second Edition. Philadelphia: J. B. Lippincott Company, 1962.

*Provence, S. and Lipton, R. C. Infants in Institutions. New York: International Universities Press, Inc., 1963.

Read, Katherine H. The Nursery School; Fourth Edition. Philadelphia: W. B. Saunders Company, 1966.

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*Teacher Reference

Rudolph, Marguerita and Cohen, Dorothy H. Kindergarten--A Year of Learning. New York: Appleton-Century-Crofts, Inc., 1964.

Sheehy, E. D. Children Discover Music and Dance. New York: Holt, Rinehart and Winston, Inc., 1963.

Spock, Benjamin. Baby and Child Care; Revised Edition. New York: Pocket Books, Inc.

Stone, L. Joseph and Church, Joseph. Childhood and Adolescence. New York: Random House, Inc., 1957.

Strang, Ruth. An Introduction to Child Study; Fourth Edition. New York: MacMillan Company, 1959.

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Texas State Department of Health. How to Do It Book for Feeding Children in Group Care Centers. Austin, Texas: The authors. No date.

The Cleanliness Bureau. A Guide to Housekeeping. Raleigh: North Carolina Department of Community Colleges. No date.

Todd, V. E. and Heffernan, Helen. Years Before School. New York: The MacMillan Company, 1964.

Wills, Clarice and Stegeman, William. Living in the Kindergarten. Chicago: Follett Publishing Company, 1956.

BOOKLETS, PAMPHLETS, AND PERIODICALS

Association for Childhood Education International
3615 Wisconsin Avenue, N. W.
Washington, D. C. 20016

"Discipline"
"How Good Is Our Kindergarten?"
"Reading in the Kindergarten?"
Portfolios - "Nursery" #1
"Kindergarten" #2
"All Children Have Gifts" (#100)
"Art for Children's Growing" (#64)
"Basic Human Values for Childhood Education" (#8-A)
"Children's Books for $1.25 or Less" (#36)
"Don't Push Me" (#1-A)
"Equipment and Supplies" (#39)
"Literature with Children" (#5-A)
"Music for Children's Living" (#96)
"Play--Children's Business" (#7-A)
"Space, Arrangement, Beauty in School (#102)
"Young Children and Science" (#12-A)
"Basic Propositions for Early Childhood Education" (#1)

Bank Street College Bookstore
69 Bank Street
New York, N. Y. 10014

"Packet for Parents"
"Packet for Nursery School Teachers"
"Second Packet for Nursery School Teachers"
"Art Education in Kindergarten"
"Art Activities for the Very Young"
"Learning Through Play"
"Chris Builds a Boat"

Child Welfare League of America, Inc.
44 East 23rd Street
New York, N. Y. 10010

"CWLA Standards for Day Care Service" (J-46)
"Guide for a Health Program in Day Care Centers" (J-47)
"Special Issue on Day Care" (J-50)
"Day Care: An Expanding Resource for Children" (J-51)
"Guide for Establishing and Operating Day Care Centers for Young Children"

National Association for the Education of Young Children
104 East 25th Street
New York, N. Y. 10010

"What Does the Nursery School Teacher Teach?" (#106)
"Science Experiences for Nursery School Children" (#103)
"Water, Sand, and Mud as Play Materials" (#105)
"Sharing--A New Level in Teacher-Parent Relationships"
"Let's Play Outdoors" (#101)
"Nursery School Settings--Invitation to What?" (#102)
"What is Music for Young Children" (#107)
"Teaching the Disadvantaged Young Child"
"Preparing Teachers of Disadvantaged Young Children"

National Association for Retarded Children, Inc.
386 Park Avenue, S.
New York, New York 10016

"Day Care Centers for Mentally Retarded Children--A Guide for Development and Operation"

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

"Feeding Little Folks"

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois

"Before It Is Too Late"
"Child Safety in the Dangerous Years"
"Safety in the School Lunchroom"

FILMS

Available from Day Care Unit
Child Welfare Division
N. C. State Board of Public Welfare
P. O. Box 2599
Raleigh, North Carolina

Infants (Up to two years of age):

"Abby's First Two Years: A Backward Look" (30 min., black and white)

Preschool Children (Ages two through five):

"A Day in the Life of a Five-Year-Old" (20 min., black and white)
"Little World" (20 min., color)
"A Long Time To Grow"
Part I -"Two- and Three-Year Olds in Nursery School"
(37 min., black and white)
Part II -"Four- and Five-Year-Olds in School" (37 min., black & white)
"Starting Nursery School: Patterns of Beginning" (23 min., black & white)
"The Time of Their Lives" (29 min., black and white)
"When Should Grownups Help?" (14 min., black and white)
"When Should Grownups Stop Fights?" (15 min., black and white)

Child Development Series:

"Child Care and Development" (17 min., black and white)
"Children's Emotions" (22 min., black and white)
"Children's Play" (27 min., black and white)
"Social Development" (16 min., black and white)

School Age Children (Ages six to eight):

"A Long Time to Grow"
Part III -"Six-, Seven-, and Eight-Year-Olds--Society of Children" (27 min., black and white)

Available from The Film Library
N. C. State Board of Health
Raleigh, North Carolina

Infants (Up to two years of age):

"Babies Like to Eat" (11 min.)
"Behavior Patterns at One Year" (12 min.)
"Emergence of Personalities" (3 parts, 35 min.)
"Baby Meets His Parents" (15 min.)
"Growth of Infant Behavior--Early Stages" (12 min.)
"Growth of Infant Behavior--Later Stages" (12 min.)
"Life with Baby" (18 min.)
"Study of Infant Behavior" (2 reels, 24 min.)

Preschool Children (Ages two through five):

"Answering the Child's Why" (18 min.)
"Frustrating Fours and Fascinating Fives" (22 min.)
"Mealtime Can Be a Happy Time" (22 min.)
"Fears of Children" (25 min.)
"Terrible Twos and Trusting Threes" (24 min.)
"This is Robert" (80 min.)
"Why Won't Tommy Eat" (20 min., color)
"Your Children's Meals" (20 min.)

School Age Children (Ages six through nine):

"From Sociable Six to Noisy Nine" (22 min.)

General: Mental Health and Development (Different ages):

"Meeting Emotional Needs in Childhood" (30 min.)
"Preface to a Life" (30 min.)
"Problem Children" (20 min.)

General: Health:

"How to Catch a Cold" (12 min.)
"Cleanliness and Health" (12 min.)
"Healthy Teeth, Happy Smile" (20 min.)
"Children at Play with Poison" (10 min.)
"First Aid Now" (26 min.)
"Principles of Food Sanitation" (20 min.)